

April 10, 2019



Notes from the Environmental Workforce Professional Learning Community (PLC)—Cycle 20, Session 7.

This series of bi-weekly phone calls examines effective Environmental Workforce Development and Job Training (EWDJT) strategies from experienced grantees. PLC calls share ideas among successful grantees and prepare interested organizations for the next EPA Request for Proposals. Calls will be a mix of open discussion, workforce development news, resources, and presentations from current grantees.

Topics:

1. News from Washington and HMTRI
2. Questions from PLC members
3. Applicant screening and student assessment
4. Webinars
5. Training and professional development opportunities
6. EWEDJT grantee events
7. Resources
8. Brownfield conferences, workshops, and meetings
9. EPA Regional Job Training Coordinators
10. Join us on future Professional Learning Community calls

1. NEWS FROM WASHINGTON AND HMTRI

EPA Happenings:

Mark your calendar. The National Brownfields Conference has been scheduled for December 10 -13 in Los Angeles, CA. Announcements will be made in the coming weeks. EWDJT grantees are encouraged to submit ideas when the request is posted.

The request for Environmental Workforce Development and Job Training proposals appears to be just days away.

Based on information from EPA, this is what the timetable now looks like:

- Request for Proposals issued – Mid April 2019
- Proposals due (60 days from the announcement) – Mid June 2019
- Proposal evaluations (60-90 days after proposal submissions) – July- September 2019
- Awards and work plans –October 2019 (after the new federal fiscal year begins)
- Authorization to spend funds – Fall 2019 1st year training cohorts – Winter 2019 and Spring 2020 for summer placements

We will keep PLC participants informed as we learn more.

If you wish to discuss your specific organization, potential applicants must contact their EPA Regional Coordinator before the RFP is issued (See section 9 for contact information). Until the RFP is issued, Regional Coordinators are able to provide individual guidance that may be useful when developing the EWDJT grant proposal. After the RFP is issued, Regional Coordinators are no longer able to discuss specific applications. In any case, let the Regional Coordinator know your interest in submitting an EWDJT proposal. Many Regional Coordinators maintain a Listserv for past, current, and potential grantees.

HMTRI News:

HMTRI has begun planning for the Annual All-Grantee Meeting later this summer. The All-Grantee Meeting is open to current and alumni grantees. Community organizations interested in establishing an EWDJT program are also invited. The two-day workshop consists of large and small group sessions, peer to peer coaching, networking opportunities and discussions with Regional and EPA staff. Lodging is provided, with participants covering the cost of transportation and evening meals.

We are still finalizing the date and location for this year's Annual All-Grantee Meeting. As we get closer, your advice on topics, speakers and presentation ideas will guide the development of the agenda.

Our next PLC call will be Wednesday, April 24, 2019 at 2 p.m. EST. We will begin discussing the newly issued EWDJT guidelines.

2. QUESTIONS FROM PLC MEMBERS

If you have questions you would like addressed, send it to Heather Ballou at hkballou@eicc.edu.

This will be the first time our organization is applying for an EWDJT grant. Can I still attend the Annual All-Grantee's meeting? We are not a grantee.

Yes. The Annual All-Grantee Meeting is an opportunity for existing grantees to share experiences and best practices with new and prospective EWDJT programs. Here is a list of the participants attending the Annual All-Grantee Meeting:

- *Current grantees*
- *Past grantees (not currently active)*
- *EPA headquarters staff and Regional Job Training Coordinators*
- *Organizations submitting EWDJT grant applications*
- *Organizations interested in EWDJT but will not apply this cycle*

The two-day workshop consists of large and small group sessions, peer to peer coaching, networking opportunities and discussions with Regional and EPA staff. The meeting and lodging is provided, with participants covering the cost of transportation and evening meals.

3. APPLICANT SCREENING AND STUDENT ASSESSMENT

During the last PLC, Janet Kerley discussed Santa Fe's approach to developing awareness among potential EWDJT applicants. She stressed the importance of providing examples of environmental technician careers and most important, the ability to train for a career – not just a job. Today we addressed the next step- applicant screening and assessment. Student recruitment and screening, along with graduate placement, are the most critical issues facing EWDJT programs today. Student selection has a direct impact on the quality of graduates. The quality of graduates has shown to reflect on the reputation of the entire program and the ability to place future graduates. Perhaps the most common reason why EWDJT programs fail is an inability to find deserving and motivated participants most likely to succeed.

Establishing screening and assessment protocols

Under EPA guidelines, grantees are free to target special groups including ex-offenders, disabled workers, and special populations as long as they are chronically unemployed, or under-employed. As a result, recruitment and screening strategies are determined on a program-by-program basis, depending upon the target community, curriculum, and types of jobs available. Each EWDJT grantee needs to establish their own protocol for assessing and screening program applicants. Program managers and instructors

must determine if they can work with large classroom disparities. To what extent will remedial education and life skills education be necessary? Can underserved youth work and learn with older mature participants? What about language and cultural disparities? These are a few of the issues that must be addressed in creating a set of screening guidelines.

The common thread among successful grantees, independent of their screening protocols, results in students having the following attributes:

- Have the determination and ability needed to stick with the program
- Can work well in groups
- Ability and motivation to attend all classes
- Will accept new and difficult challenges
- Capable of completing academic and physical requirements of employment
- Has a passion for their new career
- Will appeal to potential employers

Employers may require a high school diploma or GED as a condition of employment. If this is the case, students may need developmental education as a supplement to the EWDJT program. Today almost all employers expect workers to be drug free. In some cases, ex-offenders are not employable in certain industries. Physical impairments may exclude workers requiring mobility or use of respirators. Teamwork and trust are essential elements contributing to employability. The question we are discussing today is how EWDJT grantees design screening and assessment guidelines to find the most deserving and likely to succeed candidates.

Over the years, grantees have used a variety of strategies for applicant screening in addition to analytical and subjective applicant assessment. The techniques listed below illustrate some of the techniques used by EWDJT grantees:

- Objective assessment tools (TABE, CASAS, WorkKeys)
- Drug testing panels
- One-on-one and group interviews
- Family visits
- Open house, orientations, and working sessions
- Try-outs
- Pre-training (training such as life skills or construction trades not related to environmental training with the best and most motivated students offered advanced environmental training opportunities)

Skills and knowledge assessments for verbal and math skills

The purpose of a skills and knowledge assessment is to establish an applicant's ability to complete the academic rigors of training and employment. The second objective is to establish a knowledge baseline for each student and, if applicable, develop a training/education plan that will result in successful job training and employment. In most cases, the local Job Center/Workforce Investment Board will administer skills and knowledge assessment evaluations. However, as part of the application/screening process, it is important that EWDJT program staff be involved in skills and knowledge assessments. When possible, program staff maintains a close working relationship with those administering the tests.

Minimum entrance requirements vary from program to program. Some require high school diplomas. Others require a General Educational Development (GED) diploma. Assessment instruments can establish

metrics like academic strengths and weaknesses, with a few words of caution. Do not expect ANY test to measure a trait or ability with perfect accuracy for every single person. Do not expect ANY test or procedure to be completely accurate in predicting performance. Assessment tests will not provide assurance that students will stick with the program when challenges arise.

In most cases, when local job centers administer math and verbal assessments, they select the evaluation tool. Tests of Adult Basic Education (TABE), Comprehensive Adult Student Assessment Systems (CASAS), and WorkKeys are the most popular assessment tools used by EWDJT grantees. Again, the specific tool used depends on the approach recognized locally by other agencies and employers.

Tests of Adult Basic Education (TABE)

TABE scores are correlated to GED scores and are often used with the Department of Labor Temporary Assistance for Needed Families (TANF) recipients. The TABE assessment measures basic skills in reading, math, and language. It is widely used in vocational programs, welfare to work, and military advancement programs. Several EPA grantees use the test for screening. Grantees using TABE have a range of acceptance criteria. More rural and populations with diversity may use 6-8th grade while populations with large numbers of applicants may use as high as 8-10 grade level for advancement in the screening process. As a generalization, the more applicants screened the higher the acceptance standards become.

Comprehensive Adult Student Assessment Systems (CASAS)

CASAS assesses adult basic reading, math, listening, writing, and speaking skills. It has been approved and validated by the US Departments of Education and Department of Labor, both for native and nonnative speakers. As with the NCRC and WorkKeys programs, the CASAS system can provide a workforce skills certificate.

WorkKeys

WorkKeys was developed by ACT (creators of the ACT assessment college entrance exam). It is equal employment opportunity (EEO) compliant and includes reading for information, applied mathematics, and locating information. Each test requires about 40 minutes. WorkKeys can be tied to an National Career Readiness (NCRC) certificate which can be used as a placement tool. EPA grantees have indicated that of the four levels (platinum, gold, silver, and bronze), they find that the Silver National Career Readiness Certificate is asked for by employers.

Each of these assessment tools have been used by EWDJT grantees. In some cases, none of these assessments have been incorporated into the screening process. When no objective tests are administered, high school diplomas or a General Educational Development (GED) diploma are accepted.

Drug testing

Most employers will not hire graduates who will not take or pass a drug test. A typical urine test for employment screens for amphetamines, cocaine, marijuana, methamphetamines, opiates, nicotine, and alcohol. Urine tests may be required as part of pre-employment screening or may be conducted randomly by employers, especially for employees in occupations involving hazardous materials.

For the majority of workplace drug tests, a 5-panel drug screen is used. In fact, this is the standard for the federal government's [Mandatory Guidelines for Workplace Drug Testing](#). The Department of Transportation (DOT) also uses 5-panel urine drug tests. DOT truck drivers are required to undergo a drug test prior to employment, at least once randomly per year, after most accidents, and if reasonable

suspicion exists that a driver is abusing drugs. Some EWDJT programs have moved to a more rigorous testing guideline. The 5- and 10-panel drug tests are illustrated below.

- **The 5-panel drug test**
 - Cocaine
 - Amphetamine/Methamphetamine
 - Opiates such as heroin, codeine and morphine
 - Phencyclidine or PCP
 - THC (marijuana)
- **The 10-panel drug test**
 - Cocaine
 - Amphetamine
 - Methamphetamine
 - Opiates such as heroin, codeine, and morphine
 - Phencyclidine or PCP
 - THC (marijuana)
 - Propoxyphene
 - Methadone
 - Barbiturates
 - Benzodiazepines

It should be made clear at orientation and during training, independent of the testing policy. Students must remain drug-free. Drug tests can be an option for program entry, graduation or employment. If students are not required to take a drug test as a condition of acceptance, make it perfectly clear that they will not graduate if they test positive for drugs. Employers will not hire future graduates if they feel the program has a lax drug policy.

Often the question arises regarding costs associated with drug testing. Many EWDJT programs have been successful in negotiating with public health agencies for the administration of applicant drug tests. Explore a number of possibilities including labor, health, and social service agencies in pursuing drug screening assistance.

Physical assessments

Environmental jobs are different from other jobs in that activities associated with certain occupations require a degree of physical ability. Physical attributes are not always addressed during the standard application process since physical requirements depend upon the occupation. For example:

- **Equipment handlers** may need to move equipment between various locations. Those afraid of heights cannot perform tasks associated with these occupations. Physical strength and ladder climbing ability are necessary.
- **Hazardous materials workers and inspectors** must enter confined spaces. Small and sometimes underground or dark places including tanks, must be inspected and cleaned. Confined space entry is a key component of many EWDJT programs.
- **Asbestos and lead workers** perform activities with their arms elevated for long periods of time wearing protective clothing. Strong physical attributes and the ability to work in closed and sometimes hot or humid spaces are physical requirements for this occupation.
- **Spill response and environmental cleanup** requires special protective gear. Before wearing a self-contained breathing apparatus (SCBA), a complete physical examination is required as breathing can be difficult in this protective gear. Workers may also operate in hot or cold spaces.

If an EWDJT is training graduates for jobs such as those just listed program managers need to address physical attributes in the application, screening process, and candidate interview.

Do not exclude students with physical limitations unless job training does not provide for other occupations. Programs concentrating on Phase I assessment do not require physical attributes associated with environmental remediation. Many other environmental occupations, including data management, communications, recordkeeping, report writing, and sample analysis are completed in an office or lab and require clerical and cognitive skills with minimal physical activities.

Subjective screening assessments

Objective assessment tests are only a part of the screening protocol needed to select participants with the best chance of completing the environmental training program. Grantees acknowledge that student assessment tests do not provide the most important indicators of successful candidates. The EWDJT program staff, including trainers, student support, and placement staff, best complete subjective assessments. Subjective assessment includes several applicant attributes including the following:

- Sticking with the program
- Being determined
- Working well in groups
- Attending all classes
- Accepting new and difficult challenges
- Having a passion for their new career
- Appealing to potential employers

Example subjective screening techniques used to address applicant attributes

Here is an example of the screening process provided by Florida State College at Jacksonville. Their screening protocol uses a 7-step process including the following activities:

1. Screen – driver’s license, social security card, green card, and high school certification
2. Orientation meeting
3. Interview – one-on-one
4. TABE – Test for Adult Basic Education
5. No pass – remedial education
6. Drug test
7. Final interview

Other selection processes include job tryouts, family interviews, and additional orientation meetings.

The tryout process is popular with many grantees which engage applicants in pre training programs. Tryouts have demonstrated to be an effective approach to finding participants most likely to work well in groups, demonstrate a desire to adopt a new career, and complete the EWDJT program. Tryouts or pre-training programs have proven effective with Cypress Mandela Training Center, OAI, and several other successful grantees. Sometimes they are linked with a construction skills training. Often they are administered in conjunction with life skills and other training not supported by the EPA grant. The Northwest Regional Workforce Investment Board provides an example of pre-training for screening and assessment that has resulted in high graduation and retention rates.

- Applicants fill out an application and provide proper documentation.

- The CASA exam is an employability competency system appraisal program developed by the Comprehensive Adult Student Assessment System. It gauges reading and basic math aptitude and works well to identify those with learning issues that prevent training success.
- A math class is available to try to help those that need math assistance.
- Drug test for everyone considered for a training or employment. No exceptions here.
- Those with criminal backgrounds are accepted. The importance here is honesty to help with job placement.
- Those passing these screens are entered into a 35-hour pre-training to assure proper attitude and demonstrate good attendance habits.
- Pre-training includes green tradesman training (covers LEED type subject matter), Workplace Success training to focus on job search and job interviews, and construction focused mathematics.
- Those successful at this point are interviewed by our training provider to see if we missed anything in our review.
- Applicants then sign promissory agreements (obviously non-binding) to attend class, behave properly, and contact us with any issues.
- Applicants agree that upon graduation, to work with us in job placement activities and give permission to contact their employer to confirm dates, pay rates, benefits, etc.

For those who do not make the cut

As previously noted, EWDJT grantees have used a variety of screening and assessment protocols discussed today. In some cases, screening may yield more qualified applicants than available seats. In these situations, waiting lists have been created to replace early dropouts. Outstanding applicants have been encouraged to wait for the next cohort. In any case, staff should become familiar with alternative training opportunities that may be a better fit for applicants not accepted into the EWDJT program.

Depending on local demographics, employer needs, leveraged partners, curriculum, and target applicant population, the best approach produces a cohort with deserving, capable, and employable graduates. The following advice comes from some of our best grantees:

- Do not rush to finalize applicant selection.
- Work closely with employers. Seek out their workforce needs.
- Establish protocols that will deliver graduates requested by employers.
- The quality of your graduates will reflect the quality of your program.
- Remember – every dropout is a wasted seat that a deserving student could have occupied.

4. WEBINARS

[Identifying and Prioritizing Environmentally Impacted and Vulnerable Communities](#)

April 16, 2019 2:00 – 3:30 PM EDT

The U.S. Environmental Protection Agency is launching a training webinar series to build the capacity of environmental justice practitioners working at the state level. The first webinar “Identifying and Prioritizing Environmentally Impacted and Vulnerable Communities” is now open for registration. Identifying and Prioritizing Environmentally Impacted and Vulnerable Communities

This webinar will provide state management and staff with a basic overview on the factors, data sources and tools that can be used to identify environmentally impacted and vulnerable communities. It will discuss ways this information has been used to prioritize attention to such communities and consider their issues in the decision-making process. The webinar will highlight the ways that California and

Minnesota have incorporated this information into their programs. We will hear special remarks from Myra Reece, Director of Environmental Affairs, South Carolina Department of Health and Environmental Affairs, to kick off the webinar series.

Additional webinar topics in the 2019 series include:

Enhanced Community Involvement in the Regulatory Process;

Using Comprehensive Area-Wide Planning Approaches to Promote Equitable Development;

Application of Environmental Justice to State Environmental Impact Assessments

Environmental Justice Considerations for Rural Water Infrastructure.

For more information, please visit: <https://www.epa.gov/environmentaljustice>

For questions about the series, please contact: Charles Lee at lee.charles@epa.gov.

[EPA Office of Community Revitalization's Strategies for Food Systems, Health, and Economic Development](#)

April 24, 2019 2:00 p.m. - 3:01 p.m. EDT

Join National TAB for a webinar featuring strategies to make every community healthy, wealthy and wise. Improving environmental and human health outcomes in communities across the country is challenging under any circumstances. In the early part of the 21st Century this is particularly true given the economic, political, and social changes occurring. EPA's Office of Community Revitalization has developed strategies and programs that assist communities' efforts to take stock of their assets, identify visions for growth that supports a better environment and healthy living. Through this webinar you'll hear how EPA collaborates with communities to grow their economies and improve the environment.

Speakers: Stephanie Bertaina, Senior Policy Analyst, EPA Office of Community Revitalization Melissa Kramer, Ph.D., Senior Environmental Protection Specialist, EPA Office of Community Revitalization Chitra Kumar, Director, Federal and State Division, EPA Office of Community Revitalization

5. TRAINING AND PROFESSIONAL DEVELOPMENT

[ACRES training for EWDJT grantees](#)

Tuesday, June 11, 2019

1p.m. Eastern Time

Tuesday, September 10, 2019

1 p.m. Eastern Time

EPA will offer the following online training to aid Brownfields Cooperative Agreement Recipients in reporting their grant-funded activities using ACRES. To join the session there is no need to pre-register for training, however it is recommended that you [test your computer](#) to ensure compatibility prior to the training. On the day of training, follow the instructions below (you will need to join BOTH a conference call and a virtual meeting):

Phone: Dial 1 (408) 650-3123

Phone: Enter the conference code 958-346-757

Phone: the Audio Pin is not needed

[WebEx Session EXIT](#)

Click the Join Meeting link next to the training you would like to attend, enter the meeting password: ACRES

[Environmental Justice Awareness](#)

U.S. Environmental Protection Agency (EPA) announced training to build the capacity of states to integrate environmental justice into their decision-making process. Over the next year, EPA will conduct a national webinar series developed in collaboration with state partners.

“From reducing lead exposure to cleaning up contaminated lands, EPA is prioritizing underserved communities that are disproportionately impacted by environmental and public health risks,” said EPA Administrator Andrew Wheeler. “This new training will help states identify, prioritize, and address the needs of at-risk communities facing immediate environmental and public health challenges.” “South Carolina is proud to serve as a collaborative partner with the EPA as they unveil a new environmental justice training initiative for states. We are pleased the EPA is taking this important step to increase understanding of tools and resources that can be applied to address the needs of environmental justice communities,” said South Carolina Department of Health and Environmental Control Director of Environmental Affairs Myra Reece.

The five national training webinars, which will be accessible through a publicly available website, will serve as an ongoing resource for state staff and others interested in developing their environmental justice knowledge and expertise. Planned topics include identifying and prioritizing environmentally-impacted and vulnerable communities, enhancing community involvement in the regulatory process, using an area-wide planning approach to promote equitable development, and application of environmental justice to state environmental impact assessments. To complement the online trainings, EPA Regions will conduct training on environmental justice for their respective states.

For many years, EPA has heard from its state partners about the need for systematic training on environmental justice principles, methods, and practices. Many groups, including frontline communities, have called for EPA to focus on state collaborations as an important part of its environmental justice work. This new training recognizes that success in addressing many environmental justice challenges depends heavily on states and supports EPA’s strategic vision for environmental justice as outlined in the Agency’s strategic plan. Visit [EPA website](#) for more information on environmental justice.

The Community and College Consortium for Health and Safety Training

The Community and College Consortium for Health and Safety Training (CCCHST), administered by the [Partnership for Environmental Technology Education](#) (PETE) can training components for EPA EWDJT trainers. CCCHST consists of 120 partners offering hazardous materials instruction (HAZWOPER and related Occupational Safety and Health Administration (OSHA) 29 CFR 1910.120) in most states of the nation. CCCHST uses a curriculum developed by the Hazardous Materials Training and Research Institute (HMTRI) through a train-the-trainer model program. CCCHST instructors, prepared by PETE and HMTRI, annually train 10,000 workers, technicians, and supervisors to protect themselves and their communities from exposure to hazardous materials encountered during waste site clean-up, disaster site cleanup, Brownfields redevelopment, transportation of hazardous materials, and in response to spills and releases of hazardous materials. Here is the schedule for upcoming CCCHST professional development opportunities:

..... **Now accepting applications**

The GreatEST Institute

June 3-14, 2019

Davenport, Iowa

OSHA Health and Safety Instructor Training

The Community College Consortium for Health and Safety Training (CCCHST)

Instructors are prepared through a 10-day Train-the-Trainer Program called the GreatEST Institute (Great Environmental Safety Training Institute) to deliver required certifications for public and private responders and workers including:

- 40-hour Waste Site Worker Health and Safety

- 24-hour Industrial Emergency Response
- DOT Haz Mat Awareness
- Confined Space Non Entry Rescue
- Hazard Awareness and Communication
- Disaster Site Worker Awareness

Applications can be found at <https://nationalpete.org/events/>. February 28th was the last day to register for the Community and College Consortium for Health and Safety Training (CCCHST)'s GreatEST Institute. If there are any remaining openings, they will accept applications past the registration deadline.

PETE Instructor Professional Development Conferences

- April 23-25, 2019 – Northampton Community College, Bethlehem, PA
- July 16-18, 2019 – South Central College, North Mankato, MN

6. EWDJT GRANTEE EVENTS

[Cypress Mandela Training Center](#)

Cypress Mandela Training Center has posted over 20 YouTube on a variety of topics. Here are a few of the posts:

- Oakland Green Jobs featured on ABC
- 90% of enrolled gang members turned into employed ex-gang members
- Cypress Mandela interview skit
- Waste management careers
- A day at Cypress Mandela Training Center
- 16 week pre-apprenticeship program

[Check out Limitless Vistas, Inc. on Instagram](#)

LVI's mission is to help individuals obtain the skills and knowledge needed to become employed in the environmental or conservation industries.

<https://www.limitlessvistas.org/>

Are you interested in contacting current environmental workforce development and job training grantees? EWDJT grantees are happy to assist other grantees and prospective applicants to share their experiences with interested organizations. Contact information is available from the [2018 All Grantee Meeting participant list](#).

New and Refunded Grantees	Region	State	FY Award
Alaska Forum, Inc.	10	AK	2016, 2018
Auberle	3	PA	2016
Civic Works, Inc.	3	MD	2016, 2018
Cypress Mandela Training Center, Inc.	9	CA	2016
Earth Conservancy	3	PA	2017
Energy Coordinating Agency	3	PA	2016
Essex County Division of Training and Employment	2	NJ	2018
Florida State College at Jacksonville	4	FL	2017
Fortune Society, Inc., The	2	NY	2017
Full Employment Council, Inc.	7	MO	2018
Glens Falls, City of	2	NY	2016
Great Lakes Community Conservation Corps, Inc.	5	WI	2017
Groundwork Rhode Island	1	RI	2018
Hunters Point Family	9	CA	2018
King County	10	WA	2018
Lawson State Community College	4	AL	2016
Limitless Vistas, Inc.	6	LA	2016, 2018
Los Angeles Conservation Corps	9	CA	2016, 2018
Merrimack Valley Workforce Investment Board	1	MA	2017
Northwest Regional Workforce Investment Board, Waterbury	1	CT	2016
Nye County	9	NV	2016
OAI, Inc.	5	IL	2017
Oregon Tradeswomen Inc.	10	OR	2017
PathStone Corporation	2	PR	2017
People United for Sustainable Housing, Inc.	2	NY	2017
Pittsburg, City of	9	CA	2016, 2018
Port Gamble S'Klallam Tribe	10	WA	2016
RecycleForce	5	IN	2018
Redevelopment Authority of Cumberland County	3	PA	2016
Richmond, City of (California)	9	CA	2017
Rochester, City of (New York)	2	NY	2016
Salish Kootenai College	8	MT	2017
Santa Fe Community College	6	NM	2017
Springfield, City of (Missouri)	7	MO	2016, 2018
St. Louis Community College	7	MO	2017
St. Nicks Alliance	2	NY	2018
Sustainable South Bronx	2	NY	2018
Tacoma, City of	10	WA	2016, 2018
The Hunters Point Family	9	CA	2016
Training to Work an Industry Niche	4	NC	2018
West End Neighborhood House, Inc.	3	DE	2018
Zender Environmental Health and Research Group	10	AK	2017

[Map of EPA Regions](#)

7. RESOURCES

NIEHS Report Available: Opioid-Related Hazards in the Workplace

The number of drug-related overdose deaths in the U.S. continues to increase and the number of deaths attributable to opioids has reached epidemic proportions. Although most opioid misuse initiatives have been broad-reaching, very few have addressed the opioid-related risks that exist for workers. To address this gap, the National Institute of Environmental Health Sciences (NIEHS) Worker Training Program (WTP) is working to raise awareness to prevent and respond to opioid exposure, misuse, and addiction in the workplace. The report highlights findings and discussions from the Fall 2018 workshop focused on [Developing a Training Framework to Address Exposure, Use and Prevention for Opioid-Related Hazards in the Workplace](#).

HUD Lead Paint Safety Field Guide update

HUD recently reissued its [lead paint field guide](#). A recent webinar discussed important updates to the guide. Updates include important safety and lead handling practices for painting, repairs, and home maintenance.

NIEHS Curricula Catalog

The National Clearinghouse for Worker Safety and Health Training is a national resource for hazardous waste worker curricula, technical reports, and weekly news on hazardous materials, waste operations, and emergency response. Funded by the NIEHS Worker Training Program (WTP), the National Clearinghouse provides technical assistance to WTP staff, program awardees, and the general public.

Check out the [Curricula Catalog Advanced Search Form](#). For more information on the resources available from the National Clearinghouse, please view our [Training Resources Fact Sheet](#)

Educator Resources

[EarthEcho International's Educator Resources](#) are a collection of videos, lesson plans, and other materials designed to support high-quality classroom experiences. They are unique tools to assist educators as they equip young people to explore and protect their local natural resources. Many of the resources are designed to satisfy Common Core and Next Generation Science Standards.:

Don't see what you're looking for? Email us at education@earthecho.org and we will see what we can do to help you.

8. BROWNFIELD CONFERENCES, WORKSHOPS, AND MEETINGS

Washington State Brownfields Conference

May 29 – 30, 2019

Spokane, WA

Cleaning up and redeveloping brownfields is key to local economic development efforts, and turning perceived problems into community assets, such as affordable housing. The goal of this conference is to bring together public and private sector stakeholders from across Washington State and the Inland Northwest to share information on brownfields redevelopment successes and future opportunities.

4th Annual NYS Redevelopment Summit - Pathways to Revitalization

June 11, 2019

Albany, NY

Join fellow redevelopment professionals and practitioners for comprehensive learning and extensive networking focused on solving challenges and creating opportunities for economic revitalization through

land reuse. Sponsorships and scholarships are available. Please contact Jean Hamerman (jean.hamerman@cclr.org) for more information.

[2019 West Virginia Brownfields Conference](#)

September 10-12, 2019

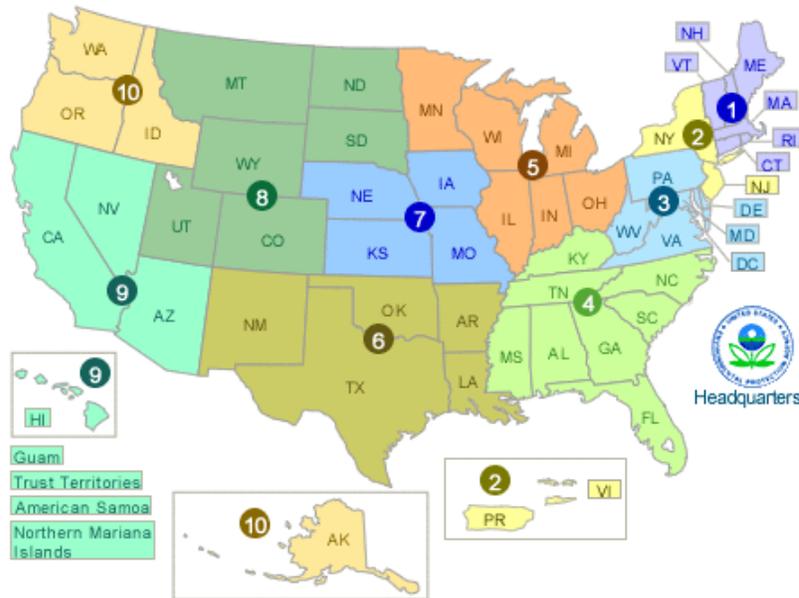
Morgantown, WV

The WV Brownfields Conference & Main Street/ON TRAC Training is West Virginia's premier redevelopment event that combines educational programs with networking opportunities between communities, local governments, development professionals, and service providers. The conference features expert panels, interactive workshops, technical training, and project case studies.

The Conference Planning Committee is currently seeking mobile workshop and breakout session ideas to fill limited slots for the 2019 Conference in Morgantown, WV on September 10-12. We are looking for session ideas focused on downtown development, remediation and site preparation strategies, re-use planning approaches, and redevelopment funding opportunities. Creative session formats, such as town hall or roundtable discussions and interactive workshops, as well as traditional panel presentations, are encouraged.

9. EPA REGIONAL JOB TRAINING COORDINATORS

EPA Region 1 Danny Rodriguez	CT, ME, MA, NH, RI, VT	Phone: (617) 918-1060 E-mail: rodriguez.danny@epa.gov
EPA Region 2 Schenine Mitchell	NJ, NY, PR, VI	Phone: (212) 637-3283 E-mail: mitchell.schenine@epa.gov
EPA Region 3 Gianna Rosati	DE, DC, MD, PA, VA, WV	Phone: (215) 814-3406 E-mail: rosati.gianna@epa.gov
EPA Region 4 Wanda Jennings	AL, FL, GA, KY, MS, NC, SC, TN	Phone: (404) 562-8682 E-mail: jennings.wanda@epa.gov
EPA Region 5 Linda Morgan	IL, IN, MI, MN, OH, WI	Phone: (312) 886-4747 E-mail: morgan.linda@epa.gov
EPA Region 5 Craig Mankowski		Phone: (312) 886-9493 E-mail: mankowski.craig@epa.gov
EPA Region 6 Rita Ware	AR, LA, NM, OK, TX	Phone: (214) 665-6409 E-mail: ware.rita@epa.gov
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10. FUTURE PROFESSIONAL LEARNING COMMUNITY (PLC) CALLS

Missed a few of our PLC sessions? Post session notes are available on the [Brownfields Toolbox](#).

Cycle 20 – Upcoming 2019 environmental workforce PLC discussions

4/24/2019 Session 210

5/22/2019 Session 212

5/8/2019 Session 211

Tune into the next PLC call - **Wednesday, April 24, 2019.**

Join our 30-minute discussion with EPA EWDJT grantees, alumni and new interested stakeholders. PLCs give grantees a chance to highlight their programs and an opportunity for others to learn from their experience. For questions or to be placed on the PLC register, send your contact information to hkballou@eicc.edu.

Feel free to invite a guest! Send your contact information to Heather Ballou at hkballou@eicc.edu.

Visit our [HMTRI Brownfields Toolbox](#) website for more information on Brownfields Environmental Workforce Development and Job Training programs. All [PLC session notes and recordings](#) are also located on the website. For those interested in providing content or suggestions, please contact Heather Ballou at hkballou@eicc.edu.

NOTE: The PLC brings together ideas and opinions of individuals interested in environmental workforce development and job training. Ideas and opinions are not those of EPA or its policy and should not be taken as official guidance.

